



INTERVIEWING WITNESSES TO HISTORY

Subject: Journalism | Current: 2010 | Grade: 9-12

Day: 1-5 of 5

1 Purpose

----- To understand that studying the past, we can find lessons for helping our communities in the future. Students will find parallels between the Great Pandemic of 1918 and the threat of the Swine Flu predicted for 2009, through research and interviews. Students will use this information to write a health column for the school newspaper.

2 Duration of Lesson

----- Students will study the “Great Pandemic of 1918,” talk with and interview either survivors and/or their descendents who can recall stories of the time. Students will conduct a press conference with a local physician or health care professional who can explain past pandemics and the current Swine Flu, which is threatening to spread in the fall of 2009. The entire process: research – question preparation – interviews – press conference – note taking – rough draft – final column – should take about 5 lessons-one week.

3 Additional Topics Addressed

----- Historical research, Question Preparation, Interview Techniques, Conducting a Press Conference, Note Taking, Column Writing

4 Objectives

----- Explain how the study of history can give insight to present and future events.

Demonstrate that the school newspaper can and should include serious articles that warn and inform students on real life challenges and problems.



5 Standards & Benchmarks

SOCIAL STUDIES

GEOGRAPHY AND HISTORY OF THE WORLD

Students will examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards and the spread of diseases, and the regional and global consequences of these interactions.

GHW.9

Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time and describe the impact of this diffusion on countries and regions. Propose strategies for limiting the spread of diseases.

GHW.9.4

Example: Europe (Black Death, Bubonic Plague): spread from Central Asia, dramatic decrease in population (fourteenth century); North America (Native Americans): Europeans bringing smallpox and measles to New World (1500s); World: the cholera pandemic (1700-1800s), Influenza Pandemic (1918-1919), the AIDS epidemic (1900s); Asia and United States: the potential for a bird flu pandemic and the response by the United States with the help of the Centers for Disease Control (2007)

GEOGRAPHY AND HISTORY OF THE WORLD

Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

WH.9

ENGLISH/LANGUAGE ARTS

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

9.4

Organization and Focus: Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively. (Core Standard)

9.4.1

Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. (Core Standard)

9.4.2



Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. (Core Standard)

9.4.13

Research Process and Methodology: Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources. (Core Standard)

9.4.4

Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions. (Core Standard)

9.4.5

Evaluation and Revision: Review, evaluate, and revise writing for meaning, clarity, content, and mechanics. (Core Standard)

9.4.10

Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context. (Core Standard)

9.4.12

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

9.7

Apply appropriate interviewing techniques:

- prepare and ask relevant questions.
- make notes of responses.
- use language that conveys maturity, sensitivity, and respect.
- respond correctly and effectively to questions.
- demonstrate knowledge of the subject or organization.
- compile and report responses.
- evaluate the effectiveness of the interview. (Core Standard)

9.7.16

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

10.4



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Research Process and Technology: Use clear research questions and suitable research methods, including texts, electronic resources, and personal interviews, to compile and present evidence from primary and secondary print or Internet sources. (Core Standard)

10.4.4

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).

11.4

Research Process and Technology: Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources. (Core Standard)

11.4.7

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).

12.4

Research Process and Technology: Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources. (Core Standard)

12.4.7

Indiana Department of Education. (n.d.). Indiana Standards and Resources: Social Studies: Geography and History of the World; English/Language Arts. Retrieved from <http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>

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Vocabulary

----- The following terms will be used in this lesson:

- **Pandemic** – A sudden outbreak of an infectious disease that becomes widespread affecting populations of people and animals of a large geographical area.
- **Swine Flu** – A highly contagious form of the human influenza virus, officially known as swine influenza A (H1N1).
- **Virus** – Acellular organisms composed of genetic material that infect and alter the function of cells.
- **Immune System** – The body system of organs, tissues, and cells that protect the body from pathogenic organisms and foreign substances.



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- **Public Bans** – an official proclamation that prohibits an act carried out in a public place.
- **State Board of Health** – A department within the state level of government that promotes, protects, and provides for the health of citizens of the state.
- **Preventative Care** – A type of medicine aimed at maintaining health and preventing the occurrence of diseases.
- **Primary Sources** – Information that is gathered firsthand.
- **Secondary Sources** – Information that is gathered secondhand.
- **Press Conference** – An official meeting in which a formal statement is made pertaining to a specific event or issue.
- **Column Writing** – The process of writing a column in a newspaper usually weekly or monthly focused on a specific topic or issue.

7 Materials

----- Computer and projector for Power Point, computer lab for all students, drawing paper and pencils, poster board and markers.

8 Additional Resources

----- Team teach with American history teacher to help reconstruct the culture of 1918 in America.

Photos from the Library of Congress Web site.

<http://1918.pandemicflu.gov/yourstate/indiana>, to localize the pandemic to the state.

<http://nmhm.washingtondc.museumcollections/archives/agalleries/1918flu>

9 Procedures & Methods

----- Students will learn the history of the Pandemic of 1918 and a little about the history and culture of the times. On Day 1, following the introduction, the teacher teamed with an American history teacher will present the history through photos and stories from the Web sites indicated. Students will compose questions for interview(s) that will occur on Day 2 with either primary sources or their descendants from that time. On Day3, students will outline their notes from the interviews conducted either on the phone or in person and prepare questions for health officials, who will sit on a panel for a classroom press conference regarding the present day potential pandemics on Day 4. Following the press conference, students will work in small groups to draw similarities and map out preventative care suggestions in preparation for a writing prompt on Day 5. Students will post their findings and discuss these with the class. The posters will remain displayed around the room.



A. Introduction

The teacher will instruct the students to draw a picture of their family and those with whom they are the closest. Then the teacher will tell the students to take a black marker and cross off 1/3 of their family. One third of the world's population was infected by the Spanish flu, also known as the influenza pandemic of 1918. One adult shared that her grandmother had lost her infant son, her husband, her brother and her father by the time the 1918 pandemic had subsided. The height of the pandemic's casualties spanned from Oct. 1918 to Feb. 1919.

B. Development

Together with the history teacher, the journalism teacher will present either a PowerPoint or enter the Library of Congress Web site that chronicles the 1918 Pandemic. Notes will be given on the amount of casualties worldwide; what was the start of the flu strain, how it was spread and how the different communities dealt with containing the infections through public bans of funerals, church meetings, along with instructions to the public of 1918 to cover their mouths when they sneezed, and to engage in "vigorous hand washing." The students will then log onto computers and read the different accounts from their state in the website provided.

With the background of the pandemic and the times, students will write out 10 questions in preparation for either a telephone interview, internet interview or personal interview with either a survivor of the 1918 pandemic or recollections from a descendent.

Students will then return to the computer lab, read about the current H1N1 Swine flu menace, and prepare questions for the next day's press conference with a panel of local medical experts. This panel can include the school nurse, local doctor or health care official.

In small groups of 2-4, students will create a poster that identifies the similarities and differences of the Pandemic of 1918 and today's Swine Flu.

Based upon information received from these interviews and from the similarities/differences between 1918 and today, students will write a health column for the school newspaper.



C. Practice

Students will read historical accounts of the Pandemic of 1918 in preparation for the interviews on Day 2. They will also actively ask questions and take notes during both the interview day and press conference of medical personnel. Students will create posters in small groups of the similarities and differences between pandemics of 1918 and the Swine Flu outbreak of 2009, orally sharing their results with the class. Students will write a health column for possible publishing in the school newspaper.

D. Independent Practice

Students will write their health columns on what students can do to prepare for and avoid the Swine Flu.

Students will research the swine flu in the computer lab as part of the first day's lesson, taught with an American History teacher to reconstruct the times of the 1918 epidemic.

Students will research the current H1N1 Swine Flu virus to help devise questions for the panel of medical experts in Day 4's Press Conference.

E. Accommodations (Differentiated Learning)

For students who have difficulty with comprehension issues, a graphic organizer such as a Venn diagram or a compare/contrast chart may be used to provide a more concrete way to complete the Practice portion of the lesson. Students who have visual, mobile or hearing impairments may need adaptive computer software to assist with using the computer and accessing the websites for information. Students who need extra scaffolding may need to use the Cornell Notetaking strategy or other organizer when outlining their notes.

F. Checking For Understanding

The teacher will be able to determine the grasp of the pandemic and swine flu outbreak through the preparation of the poster board and presentation to class. The teacher will also be able to determine interest and comprehension through class discussion and questions asked during the interview and press conference. The individual's final story, written as a column for the school newspaper, will be the final determinant of information learned and implications for today's teens.



G. Closure

Students might consider Prevention and Response Careers available through the Dept. of Homeland Security, including The Federal Emergency Management Agency (FEMA) which leads and supports the nation in a risk-based, comprehensive emergency management system of preparedness, protection, response and recovery.

COOP (Continuity of Operations) is an example of one special field in the various emergency preparedness directorates that addresses recovery and sustainability of critical functions – which is at the core of the DHS mission. There are also a number of scientists and doctors on the government payroll who coordinate to track and assess trends.

10 Evaluation

----- Posters that compare/contrast the Pandemic of 1918 with the Swine Flu of 2009 will be graded. – 25 pts.

Students will prepare a list of thought-provoking questions based upon research for the interviews of Pandemic survivors or their descendents, and for the press conference of the medical representatives panel – 25 pts.

Students will receive bonus points for the amount of pertinent, thought-provoking questions asked during both the individual interview session and the press conference. (As many as 10 bonus points can be earned here)

Students will receive 50 pts. for their health column on how to prepare for and avoid being infected by the Swine Flu

11 Teacher Reflection

----- To be completed by teacher after presenting the lesson.



12 Resources & Media

----- The following resources are used in this lesson.

- computer and projector for Power Point, computer lab for all students, drawing paper and pencils, poster board and markers.
- <http://1918.pandemicflu.gov/yourstate/indiana>.
- <http://nmhm.washingtondc.museumcollections/archives/agalleries/1918flu>,
- <http://dhs.gov/xabout/careers/content>
- FEMA PA Specialist -
<http://jobview.usajobs.gov/GetJob.aspx?JobID=82126460&JobTitle=PUBLIC+AFFAIRS+SPECIALIST&jbf571=11&FedEmp=N&FedPub=Y&sort=rv%2c-dtex&vw=d&re=134&caller=basic.aspx&AVSDM=2009-07-14+00%3a03%3a00>
- CDC Epidemiologist -
[http://jobview.usajobs.gov/GetJob.aspx?JobID=78390793&JobTitle=Epidemiologist%2c+GS-0601-13%2f14%2f15+\(Overseas\)&lid=316&sort=rv%2c-dtex&jbf574=HE39&vw=d&re=134&FedEmp=N&FedPub=Y&caller=agency.aspx&AVSDM=2009-06-12+10%3a25%3a00](http://jobview.usajobs.gov/GetJob.aspx?JobID=78390793&JobTitle=Epidemiologist%2c+GS-0601-13%2f14%2f15+(Overseas)&lid=316&sort=rv%2c-dtex&jbf574=HE39&vw=d&re=134&FedEmp=N&FedPub=Y&caller=agency.aspx&AVSDM=2009-06-12+10%3a25%3a00)
- FEMA Emergency Management Specialist -
[http://jobview.usajobs.gov/GetJob.aspx?JobID=82375634&JobTitle=EMERGENCY+MANAGEMENT+PROGRAM+SPECIALIST+\(IA\)&q=Emergency&vw=d&re=0&FedEmp=N&FedPub=Y&caller=agency.aspx&pg=1&AVSDM=2009-07-23+07%3a22%3a00](http://jobview.usajobs.gov/GetJob.aspx?JobID=82375634&JobTitle=EMERGENCY+MANAGEMENT+PROGRAM+SPECIALIST+(IA)&q=Emergency&vw=d&re=0&FedEmp=N&FedPub=Y&caller=agency.aspx&pg=1&AVSDM=2009-07-23+07%3a22%3a00)

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INTERVIEWING WITNESSES TO HISTORY:

THE GREAT PANDEMIC OF 1918

Lecture

- **Assignment:** Pandemic Project
- **Total Points** = 100

PART I:

POSTER EPIDEMIC COMPARIOSN/CONTRAST –25PTS

Does the poster clearly show the two flu epidemics and provide information that both compares and contrasts the epidemics? Is the poster neatly and completed on time? Is the poster creative and fresh in its presentation?

21-25 Yes, the poster is top of the class, it is neat, creative, colorful and accurately compares and contrasts the two epidemics.

15-20 The project is complete, some comparisons and/or contrasts are apparent. However, not as much thought or creativity is apparent in the poster.

1 -14 Poster is turned in either late, incomplete, or does not compare and contrast the epidemics.

PART II:

THROUGHT PROVOKING QUESTIONS FOR PRESS CONFERENCES - 25PTS

Based upon individual and class research, the student has compiled a list of thought provoking questions that are neither obvious nor worded for a "yes-no" response.

25 24 23 22 21 20 19 18 17 16 15 14 13 12
11 10 9 8 7 6 5 4 3 2 1

Students have composed two sets of questions: one for the descendent of the Pandemic of 1918 and a second for the press conference with a medical expert. One point each for a question that is 1. Not obvious; 2. Not embarrassing; 3. Not leading the interviewee and 4. Not worded for a simple "yes or no" response.



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PART III:

COLUMN WRITTEN ON THE SUBJECT OF HEALTH - 50PTS

With the information from class and personal research, and the answers from the interview and press conference, the student has written a story in third person, free of opinion that uses the best quotations from the sources.

40-50 Story has a catchy or interesting lead. The story is accurate and grammatically correct. Many sources are used and attributed. There are transitions between paragraphs and/or ideas. Quotations are interspersed throughout the story.

30-39 Story is accurate, but there are grammatical errors. Some sources are attributed. There are a couple of quotes. Some of the information does not flow smoothly. The story may have been turned in late. Good effort but not ready for publishing.

BONUS POSSIBILITY

VALID QUESTION OFFERED DURING THE PRESS CONFERENCE - 10PTS

Students may acquire up to 10 bonus points for insightful questions asked during the press conference. Students should also have offered follow up questions.

10	9	8	7	6	5	4
3	2	1	0			

Total Points Earned _____/100 Possible